

NEW AMERICAN HIGH SCHOOLS

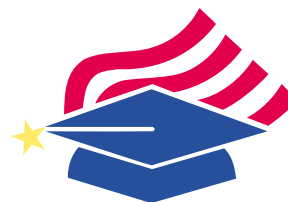
**A COMPETITION TO HONOR
OUTSTANDING REFORM**

**Fall 2000
Application Due:
July 3, 2000**

NEW THIS YEAR!

MODIFIED ELIGIBILITY REQUIREMENTS

PLANNED SPRING 2001 COMPETITION



Dear Principal:

In his September 1999 America Goes Back to School speech, U.S. Secretary of Education Richard Riley stated that the American high school experience simply has to become more rigorous. High schools of the 21st century must aspire to help *all* students acquire strong academic skills, succeed in college, and prepare for careers in our ever-changing, technological, and increasingly competitive global economy.

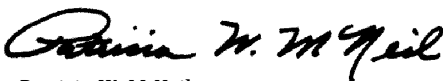
Does your high school have a story of successful reform that you'd like to share? If so, the Department of Education (ED) and the National Association of Secondary School Principals (NASSP) encourage you to compete in their New American High School competition. The fall 2000 competition will honor those schools that have improved their environment and achievement levels through ceaseless commitment to educational excellence.

The 1996 NASSP publication *Breaking Ranks: Changing an American Institution* has been a catalyst for the ongoing high school reform debate and has attracted attention from federal, state, and local organizations. The report provides a broad overview of the following reform activities: 1) personalizing the high school experience for students, 2) lending coherency to students' education, 3) organizing time differently, 4) using technology at every opportunity, 5) revitalizing the ongoing professional education of teachers and administrators, and 6) enhancing leadership at every level at which it could affect teaching and learning. In essence, the high school of the 21st century must be more student-centered. Above all, the school must offer much more personalized programs, expand support services, and emphasize intellectual accomplishments.

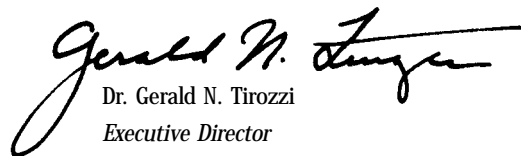
At the same time the report was published, the Department began an ambitious plan to recognize and support outstanding American high schools. These New American High Schools excel in setting high academic standards for all students, preparing all students for college and careers, and demonstrating a proven record of school improvement and student success. These unique high schools use creative instructional techniques, leading-edge technology, professional development, community service, integrated work-based experiences, and community-based partnerships. To date, there are 32 New American High School "showcase sites" from across the country that have achieved comprehensive standards-based reform and promising student outcomes.

Considering our similar concerns about the future of American high schools, ED and NASSP began a thoughtful dialogue on ways to stimulate the high school reform debate. These discussions have blossomed into a partnership, which coordinated activities such as the 1999 New American High Schools' School Identification Competition. Building upon the success of last year's competition, we would like to name from **80 to 100** showcase sites across the country. In addition to receiving national recognition, each New American High School is a boon to its community—by providing access to technical assistance and support from partners and vendors, access to cutting-edge research findings, and information regarding grant opportunities.

To our past and future New American High Schools, we commend your dedication to improving the lives of America's youth and building schools that meet the challenges of this new century. We encourage high schools involved in reform to consider this recognition opportunity.

Sincerely,


Patricia W. McNeil
Assistant Secretary
Vocational and Adult Education
U.S. Department of Education



Dr. Gerald N. Tirozzi
Executive Director
National Association of
Secondary School Principals

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NEW AMERICAN HIGH SCHOOLS



Schools at the Leading Edge of Reform

New American High Schools expect all students to meet both challenging academic standards and acquire the communication, problem-solving, computer, and technical skills necessary to pursue college and careers in the 21st century.

Imagine a High School Where...

- All the core activities of the school concentrate on student learning and achievement.
- All students are expected to master the same rigorous academic material. High expectations are established for student achievement.
- Staff development and planning emphasize student learning and achievement.
- The curricula are challenging and relevant and cover material in depth.
- Schools use new forms of assessment.
- Students get extra support from adults.
- Students learn about careers and college opportunities through real-life experiences.
- Schools create small, highly personalized, and safe learning environments.
- Technology is integrated into the classroom to provide high-quality instruction, and students have opportunities to gain computer and other technical skills.
- Periods of instruction are longer and more flexible.
- Strong partnerships are forged with middle schools and colleges.
- Schools form active alliances with parents, employers, community members, and policymakers to promote student learning and ensure accountability for results.

All over the country, states and communities are taking up the challenge of reforming schools and building school-to-work systems to meet the demands of our global, knowledge-based economy. To be effective citizens, parents, and workers in this new economy, all young people will need a high level of academic, technical, communications, and information-processing skills.

There is more than one way to build a New American High School. Some of our showcase sites are comprehensive high schools, some are restructured vocational-technical schools, some are magnet schools, and some are small pilot schools. They are geographically diverse as well: one school serves the Appalachian region of South Carolina, another is in the heart of Wall Street, and several are in the suburbs. They have, however, all undertaken reforms suited to their community needs. Some have eliminated all distinctions between college and career tracks, some have created broad career academies or clusters for all students, and still others have implemented career pathways. However diverse the local pedagogy and instructional strategies remain, all schools share a commitment to upholding challenging academic and technical standards and preparing all students for college and careers.

For more information on the initiative or the 32 New American High School showcase sites, visit our Web site at www.ed.gov/offices/OVAE/nahs.



The Need for Reform

At the national, state, and local levels, policymakers are paying close attention to the inadequate academic preparation of high school students. Data from the National Center for Education Progress clearly show that students are not receiving the academic preparation needed to succeed or even compete in our ever-growing knowledge-based economy. Consider the following:

- American students scored better than students in only two countries on the Third International Math and Science Survey (TIMSS).
- Over 20 percent of Americans between age 18 and 25 have not graduated from high school.
- Of those who graduate, nearly half do not possess even the basic skills they would need to complete a college education or to move up a career ladder in an entry-level job.
- Of the graduates who go on to college, half drop out by the end of their sophomore year.
- These challenges are magnified in urban schools and among low-income students.

New American High Schools however, have made important changes to ensure that all students graduate, achieve strong academic and technical skills, and are prepared for college. The New American High Schools initiative transforms high schools into institutions that enable students to develop their skills and study habits, complete college, and find a rewarding career.



Advantages of Leading the Way

As models of excellence and equity, New American High Schools have much to share among themselves and with other schools that strive for similar success. To facilitate outreach and information-sharing activities, on a scale expected under a nationally recognized program, the Department provides each New American High School with a small stipend to relieve the financial burden of helping other schools with their reform efforts.

In addition to the satisfaction of helping other schools improve, New American High Schools participate in and have access to cutting-edge research projects, technical assistance vendors, and information about grant opportunities throughout ED and outside sources. Plans for the future include developing a learning community of all New American High Schools, with further technical assistance and information-sharing ventures.

For their educational successes, New American High Schools also receive publicity—including public praise and validation of their accomplishments. The Fall 2000 New American High Schools will be formally recognized at a ceremony and orientation meeting, tentatively scheduled for November 1 to 3 in Washington, D.C. ED and NASSP expect to recognize between 80 and 100 schools this year. In addition, the schools will receive invitations to special events on various topics related to high school reform.

Finally, both state and local policymakers notice the success of these schools, which can provide the catalyst for sustained achievement for students, professional recognition for staff, and promotion for the community.



A History of Recognition

In 1996, the Department recognized 12 New American High Schools with assistance from the National Center for Research in Vocational Education for their innovation and commitment to academic excellence. These schools also were awarded the seventh annual *Business Week* awards for Instructional Innovation at a national conference sponsored by the Department and co-sponsored by more than 60 education, business, and community partners.

Recognizing the unique school improvement vehicle that the New American High Schools initiative offered and the documented successes regarding whole-school reform achieved by Blue Ribbon Schools of Excellence awardees, ED staff discussed ways to integrate these two initiatives. As a result, in 1998, ED Blue Ribbon Schools of Excellence had the sole opportunity to apply for recognition as a New American High School. Thirty-five of the 120 Blue Ribbon schools applied, and seven of them were selected as New American High Schools.

Last year, the Department of Education partnered with the NASSP to co-sponsor the New American High Schools competition. NASSP shares ED's interest in promoting successful school reform. ED and NAASP decided that any school in the country that was engaged in comprehensive school reform and able to show significant achievements across a variety of student outcome measures was eligible to apply for recognition. Thirty-nine schools applied, and 13 were selected as the 1999 showcase sites. They received their awards from Secretary Riley in a White House ceremony in November 1999. These awards increased the total of New American High Schools to 32, representing all regions of the United States.

NEW AMERICAN HIGH SCHOOLS



Fall 2000 Selection Process

This year, the Department is partnering once again with NASSP to co-sponsor the New American High Schools competition. The application review involves an initial screening and a rigorous three-tiered evaluation process by various review panels, which consist of federal staff and outside experts.

A Thorough Evaluation

Initial Screening

First, a review panel screens all applications to ensure they meet baseline school and student outcome measures. If your application does not meet the required standards, review panels will not evaluate it; they will consider it ineligible. In this case, you will not have the opportunity to submit additional or revised information. If your application *does* meet the required standards, however, the panel will forward it to another panel for further review

Tier 1

Next, Tier 1 of the full review process involves determining whether your written program narrative meets the application criteria (see page 17). Review panels use this criteria and associated point totals to evaluate all high schools for their recognition program. Therefore, you are encouraged to structure your program description to fully address each of the criteria. Review panels recommend those applications with high scores for Tier 2.

Tier 2

During Tier 2, the review panelists visit those high schools with top scores in Tier 1. The role of the site visit team is to verify the information in the application package and to obtain answers to specific questions concerning their review. Following the site visits, the review team re-evaluates applications based on the outcome of the visits and make recommendations to the New American High Schools Steering Committee, which consists of leaders from ED's Assistant Secretary's Office.

Tier 3

Tier 3 of the review process is the final step of the evaluation: The Steering Committee will select and formally announce the fall 2000 New American High Schools.

This three-tiered process provides a fair and thorough scrutiny, which is needed to maintain the program's integrity and credibility. Reviewers select model schools based on their expertise and experience in implementing high school reform initiatives and their availability to participate in all three tiers of the review process.



Schedule for Application Review Process

Review Process Activity	Date
Fall Application Due Date	July 3, 2000 ¹
Initial Screening for Eligibility	July 2000
Tier I: Application Review	July/August 2000
Notification of Tier 2 Eligible Schools	August 2000
Tier 2: Site Visits	September/October 2000
Tier 3: Final Selections	October 2000
School Notifications	October 2000
Awards Event/Conference	November 1-3, 2000 (dates tentative)

Completing the Application

You must submit an original and three (3) copies of your application. The application consists of five discrete parts: Application Cover Page, Demographic Profile, Program Abstract, Eligibility Data Narrative, and Program Description. To ensure a comprehensive and expeditious review, you are strongly encouraged to format your application as follows:

1. Application Cover Page (see Appendix B).
2. Demographic Profile (see Appendix C).
3. Demographic and Program Abstract: Provide a two-page double-spaced abstract summarizing the demographic context for the school and the essential components and key features of your program.
4. Eligibility Requirements: Provide a narrative and charts that respond to the requirements described in the "Eligibility Requirements" section of this application (see page 8). Information included in this section should not exceed 10 double-spaced, typed pages and should be easily distinguishable from the other parts of the application.
5. Program Description: Provide a thorough description of your school's reform efforts and accomplishments. To facilitate an expeditious and thorough review, you are encouraged to describe your school's reform efforts and accomplishments according to each of the evaluation criteria. You should limit your program description to 40 double-spaced, typed pages.

¹Schools that do not participate in the fall 2000 competition may wish to consider applying for an anticipated spring 2001 competition. Applications for spring 2001 are scheduled to be published in September 2000, with a deadline of January 2001.



Submitting the Application

Schools interested in applying under this fall 2000 New American High Schools competition must submit a complete application package to the address below by **Monday, July 3, 2000**. **Submissions received after this date will not be considered for recognition for this fall's competition.**

*Please mail an original and three copies of your application to the
Department's logistics contractor:*

**The McKenzie Group, Inc.
Attn: Scott Joftus/NAHS
1100 17th Street, N.W.
Suite 1100
Washington, D.C. 20036**

Additional Information

Information regarding the New American High Schools initiative, along with the application forms, is available online at **www.ed.gov/offices/OVAE/nahs/nahshow.html**. Extra copies of this application are also available in print form by contacting the McKenzie Group at 202-466-1111, or by mail at:

**New American High Schools Initiative
U.S. Department of Education
M.E.S. Building
330 C Street, S.W.
Room 4412
Washington, D.C. 20202**

Another source of information regarding the competition, plus profiles of existing New American High Schools, will appear in upcoming editions of NASSP's *NewsLeader* and *High School Magazine*. For more information about NASSP and this competition, consult the Web site at **www.principals.org**.

NEW AMERICAN HIGH SCHOOLS



Application Criteria A: Eligibility Requirements

Eligibility Criteria for School Data

As noted earlier, the New American High Schools initiative strives to promote high school reform by recognizing and supporting leading, national showcase high schools that are engaged in whole-school reform and dedicated to ensuring that all students graduate, achieve strong academic and technical skills, and are prepared for college and careers. To ensure the integrity of the initiative and validate the success of each applicant's reform efforts, eligibility requirements are an integral part of the competition. Essentially, any high school in the country that is engaged in standards-based comprehensive reform and able to demonstrate significant achievements or improvements across a variety of student outcome measures is eligible to apply. Indicators of academic and technical rigor, school improvement, and student success must be documented across a variety of measures, including the following:

- Graduation requirements.
- State (or district, as applicable) academic assessment scores.
- College preparation.
- Other post-high school/career preparation.
- Other indicators of school climate and engagement.

Schools that intend to apply for New American High Schools recognition must meet the basic eligibility criteria for all of the outcome measures groupings listed above.

All applications will be screened for eligibility prior to the full review process. Review panels will not evaluate applications that provide incomplete, inaccurate, or fraudulent data. All eligibility narration and referenced charts should precede the body of the application and be clearly marked for reviewers. Applicants may display their information in whichever format best explains their accomplishments. Information included in this section shall not exceed 10 double-spaced, typed pages.



Graduation Requirements

What are your school's requirements for graduation? To what extent do your school requirements exceed those of the state and district (when there is more than one high school per district)? To what extent do the students exceed the minimum state and district requirements?

Basic Information: Because it is expected that all schools' graduation requirements meet the minimum state and district graduation requirements, applicants must list their school's graduation requirements as well as those of their state and district (when there is more than one high school in the district). Applicants should also provide information concerning the percentage of graduates who exceed the state and district requirements. This information will be used to assess academic and technical rigor and student performance.

Suggested Format: Applicants may customize the sample academic years and course requirements table below or provide a different format (e.g., competency-based requirements) to report its graduation requirements. Data from 1999 may be used, assuming this year's data is not available when the application is due.

Graduation Requirements (Academic Years and Minimum Math and Science Course Requirements)

**SAMPLE
TABLE A**

Hopkins Academy (Sample School—for Illustration Purposes Only)

Subjects	State Requirements	District Reqs. (for multi-school districts)	School's Requirements	Percentage of 1999 Grads Who Exceed State and District Requirements
English	4	4	4	0%
Mathematics	3 (must include algebra I)	3 (must include algebra I)	4 (must include algebra II)	100%
Science	3 (must include biology I)	3 (must include biology I)	3 (must include biology I, chemistry I, & physics I)	100%
Social Studies	3	3	3	56%
Foreign Language	2	2	3	100%
The Arts	1	1	1	35%
Physical Education	2	2	2	25%
Career/Technical Education	0	0	1	34%
Computer Education	.5	.5	.5	45%
Other (specify)				



State Academic Assessments

Please provide your school's results over the last three years from the academic achievement tests, basic skills tests, or high school graduation/exit exams for your state. You are responsible for explaining the meaning of the scores so that someone who is not familiar with the tests can interpret them.

Basic Information: You must demonstrate sustained high achievement or significant improvement on state assessments. Appendix D indicates the type of test to be used for many states. If your state is not listed, and your state does not have a mandated assessment, you must use the results from your district's academic assessment instead.

Regardless of the strength of any improvement measures, any school that has been officially cited or censured in 1999-00 by its state or district officials regarding student performance/test scores on state or district assessments is not eligible to apply. Applicants must also show how all subgroups of students achieve at high levels or provide evidence of decreasing disparity among subgroups within the school.

- Applicants shall demonstrate basic eligibility under the “achievement/improvement” section of this criterion in one of the following ways (choose one):
 - Show sustained high achievement for each of the past three years for which data is available. High achievement refers to ongoing scores that exceed state passing rates (or mean scores, as appropriate) for such tests.
 - Show significant improvement within the past three years for which data are available on the state exam. For criterion-referenced tests, significant improvement is defined as a 10 percent increase in passing rates within the last three years on the state academic assessment. When passing exams is not required for graduation, but norm-referenced (national standardized) tests are used, significant improvement is defined as a 7-normal curve equivalent (NCE) increase in achievement within a three-year period (e.g., an increase from a NCE of 68 to 75, from 73 to 80, etc.)
- Applicants shall also demonstrate eligibility under the “all students” section of this criterion. You must disaggregate the data for the majority of students, as well as for any ethnic/racial, socioeconomic minority, or other groups of students that make up 20 percent or more of the school's student body. This requirement includes large groups that, for whatever reasons, do not take the state exam. You also must show how all of these groups achieve at high levels or have improved significantly in achievement within the past three years. If there are any disparities among subgroups, you must explain them as well as describe what the school is doing to close the gaps. In certain instances, not all students in the school are required to take the state assessment (e.g., charter schools with many ungraded students, schools with large numbers of special education students). In such cases, data from district or alternative (e.g., portfolio, GED, TABE) assessments of achievement must be included. You are responsible for explaining the meaning of the scores so that someone who is not familiar with the tests can interpret them.



Suggested Format: You must customize a table (see Sample Table B) that presents the following information:

- The test name and edition/publication year
- The grade(s) at which the test was administered, and the percentage of students who passed the test. Also report the percentage of students who passed the test statewide. If your state rates schools, include your rating. In the case of norm-referenced (national standardized) tests, report scores in terms of normal curve equivalent (NCE) scores. If your data is reported to you in percentiles, you must convert the percentiles into NCEs (see table in Appendix E).
If you report standard scores instead, you must also include the national mean and the national standard deviation for the composite scores and each subtest being reported.
- Disaggregate the data for both the majority and all ethnic/racial, socioeconomic minority, or other groups that make up 20 percent or more of the student body of your school, including any large groups that do not take the state exam. Also indicate the percentage of the total enrollment represented by each subpopulation.

PLEASE READ CAREFULLY

Schools do themselves a great service by providing a narrative explaining the meaning of the test scores in this section of the application package. It is much easier for panel members to check the accuracy of an interpretation than it is to build an analysis from the beginning. Further, a presentation of the school's analysis demonstrates to the panel that the school understands the test results and therefore has a better chance of using them to improve instruction.

While we recognize that many schools exist in contexts that pose special challenges to improvement in standardized achievement, as a national demonstration program, New American High Schools seeks model schools that add significant value to the life of students across the board, not least in the academic arena which is prerequisite to entry into college and high-skill/high-wage careers. However, such schools are given some flexibility in how they choose to present this data. Below are two examples of such a presentation:

EXAMPLE 1: A charter school with both a traditional and an alternative program, which serves many ungraded students who are not required to take the state exam, might disaggregate the scores by program. The school might then point out in the narrative that students in the traditional program did improve on the required state exam, while the other students improved on their portfolio assessments, GED tests, or TABE tests (as appropriate).

EXAMPLE 2: A suburban school with traditionally high-achieving students is located in a state that has recently enacted a high school exit exam that ranks among the most difficult in the nation. The school wonders whether it can compete as a New American High School with its low pass rates compared with schools in states that have far less rigorous requirements. In its narrative, the school indicates that, even though its pass rate is not considered satisfactory by its own state, it nevertheless eclipses the average pass rate for schools in its state.

Texas Assessment of Academic Skills and School Rating
Hopkins Academy
(10th Graders—97 percent of students tested)
(Sample School—for Illustration Purposes Only)



**SAMPLE
TABLE B**

Date Name of Test	State Average Pass Rate	Percentage of all Hopkins Students Passing	Overall State Rating	Pass Rate of African Americans (23 % of student pop)	Pass Rate of Caucasian (71 % of student pop)
Spring 1999					
Reading	76%	95%	Recognized	86%	98%
Math	77%	84%		63%	89%
Writing	89%	94%		84%	99%
Spring 1998					
Reading	74%	94%	Recognized	85%	97%
Math	75%	83%		55%	87%
Writing	88%	93%		81%	98%
Spring 1997					
Reading	75%	94%	Recognized	83%	97%
Math	72%	82%		47%	86%
Writing	85%	95%		84%	97%

Hopkins scores demonstrate sustained high achievement over the past three years, eclipsing state passing rates. The school earned a “Recognized” accreditation status for the past three years for its TAAS scores. Hopkins recognizes that there is a performance gap between African American and Caucasian students and has put considerable time and resources into reducing such disparities. Although there has been significant improvement over the past three years—in terms of math and to some degree writing—Hopkins implemented additional interventions during 1999-00. The performance of African Americans on the math TAAS test resulted in concerted diagnostic work with minority students who scored below the expected 80 percent standard. The results have been used to plan lessons that integrate skills in all subjects. Saturday and after-school tutoring classes have been instituted to help improve deficiencies. In addition, materials and activities for parents have been used to educate them about preparing their child for testing.

**Sample
narrative
accompanying
table above**



College Preparation

Please provide the results from the national college scholarship, college entrance, and other advanced academic tests given at your school over the last three to five years. Include at a minimum students' scores on both PSAT and SAT and/or ACT (as appropriate to your region) college entrance exams. Other advanced academic tests include the Advanced Placement and International Baccalaureate (pass rates).

You are responsible for explaining the meaning of the scores so that someone who is not familiar with the tests can interpret them, including the grade(s) in which students are tested, the number of students tested, and the percentage of students tested.

Basic Information: Schools shall demonstrate basic eligibility in one of the following ways (choose one):

- Show sustained high achievement and high rates of overall test-taking for each of the past three years. High achievement and overall test-taking may be defined as patterns of scoring data that eclipse district, state, or national average scores for such tests and at least 70 percent of the total student population taking such tests. For college scholarship and entrance tests, schools should report the mean scores of the school, the district (when there is more than one high school in the district), the state, and the nation.
- Show significant improvement and higher rates of test-taking within the past five years for *at least one major student subgroup or cohort* on the PSAT and SAT/ACT. Significant improvement is defined as at least a one-third standard deviation increase in scores within a five-year period.¹ While a subgroup may be defined by a common “treatment” condition (e.g., all students enrolled in the school for the full four years; all students in a particular program) subgroups may not be determined on the basis of ethnic/racial or socioeconomic minority membership. Both subgroup “treatments” and demographics must be described thoroughly in the table and in a narrative accompanying the achievement data.

Suggested Format: Applicants shall customize a table that presents the following information (see Sample Table B):

- Indicate the test name and edition/publication year.
- Specify the grade at which the test was administered and the numbers and percentage of students tested each year.
- Report mean scores. Report the district (when the district contains more than one high school), state, and U.S. means, and the national standard deviation from the tests.

¹To determine how much this is, schools must first take one-third of the national standard deviation available from test reports to the school for each year for which they are reporting data. Then they determine whether their scores have increased by at least this number within the last five years. Note that this does not mean that schools must show increasing scores *every* year for each of the last five years—but simply *within* the last five years.

SAT Mean Scores Showing Sustained High Achievement
Hopkins Academy, 12th Grade
(Sample Data—for Illustration Purposes Only)



**SAMPLE
TABLE C**

Year	Number of Students Tested/ Percentage of 12th Graders Tested	Hopkins Mean Score	District Mean/ State Mean (Composite)	U.S. Average and Standard Deviation
1999	162/ 94%	Verbal: 573 Math: 573 Composite: 1146	980/ 1010	Verbal: 510 Std. Dev: 111 Math: 510 Std. Dev: 111 Composite: 1020
1998	156/ 92%	Verbal: 563 Math: 563 Composite: 1126	945/ 990	Verbal: 508 Std. Dev.: 112 Math: 508 Std. Dev.: 112 Composite: 1016
1997	155/ 92%	Verbal: 559 Math: 559 Composite: 1118	942/ 983	Verbal: 507 Std. Dev: 111 Math: 507 Std. Dev: 111 Composite: 1014
1996	N/A ¹	N/A	N/A	N/A
1995	N/A	N/A	N/A	N/A

¹Since this school demonstrates sustained high achievement for the last three years and test-taking rates above 70 percent, there is no need to report additional data. However, demonstrating improvement within a five-year period would require two years' additional data.



Other Post-High School/Career Preparation

Please provide information on what students who graduated in spring 1999 intended doing as of spring 2000.

Basic Information: You should report the student percentages as specified below. Since a core tenet of the New American High Schools initiative is the preparation for postsecondary transition, significant improvement trends will not qualify as an eligibility factor. Instead, school percentages provided *must meet or exceed* district (where there is more than one high school in a district), county/regional or state percentages for intended placement in further education, high-skill/high-wage employment, or the military. In the instance in which projected high-skill, high-wage employment is the exemplary category selected, you are responsible for providing an explanation of the meaning of “high-school, high-wage” based on occupational outlook data available from your region or state.

Suggested Format: You shall customize a table that presents your information illustrated below:

**SAMPLE
TABLE D**

**Hopkins Academy
(Sample School—for Illustration Purposes Only)**

Categories of Projected Placement	Hopkins Academy	Smithfield District (Sample District)
Graduating Class Size	170	340 (average)
Total Projected Enrollment in Postsecondary Education	97%	90%
Projected Enrollment in 4-Year College	87%	65%
Projected Enrollment in Community College	9%	21%
Projected Enrollment in Vocational Training	1%	4%
Projected High-Skill/High-Wage Employment	2%	4%
Projected Military Service	1%	3%
Other	N/A	2%
Unknown	N/A	1%



Other Indicators of School Climate and Engagement

You should supply data on indicators of your school climate and engagement. Schools must report data pertaining to daily student attendance and the student dropout rate. If the school uses other indicators of school performance, they may be added to the list. Report in terms of percentages, listing each of the past three years under each category.

Basic Information: Schools shall demonstrate basic eligibility under this criterion through one of the following manners (choose one):

- Show sustained success in attendance and dropout data over the past three years. Sustained success may be defined as attendance and dropout rates that equal or better state or district high school averages over the three-year period.
- If schools cannot show sustained success, they still must provide the data and a narrative explaining any circumstances that they believe are responsible for the lack of success. They also must include thorough description of the efforts they have undertaken to increase success in this area, plans for future activities, and the prospect and rationale for likely future success.

Suggested Format: Applicants shall customize a table and, if they wish, also provide narrative that includes the following information:

**SAMPLE
TABLE E**

**Hopkins Academy
(Sample School—for Illustration Purposes Only)**

School Year	Daily Attendance	Student Dropout Rate	State & District High School Averages
1999	96%	0.6%	State: 92%/4.5% District: 94%/3.1%
1998	95.7%	0.7%	State: 91%/4.7% District: 93%/3.2%
1997	95.3%	1%	State: 90%/4.6% District: 93%/3.1%

**Sample
narrative
accompanying
table above**

Several initiatives have continued to improve attendance and dropout data. All absences now count against the 90 percent attendance requirement for course credit. Students are required to make up time after school or on Saturday to receive credit. Exam exemptions for seniors meeting stringent grade and attendance requirements reduced “senioritis” absences. Student involvement in clubs and activities and aggressive recovery programs for dropouts have affected data dramatically. Home visits, phone calls, and follow-up correspondence helped locate dropouts.

NEW AMERICAN HIGH SCHOOLS



Application Criteria B: Written Program Description

New American High Schools are schools where all students are expected to meet both challenging academic standards and acquire the communication, problem-solving, and computer and technical skills needed to pursue college and careers.

The Program Description is the largest section of the application. The review panels evaluate and score this section according to four criteria: Quality of Systemic Reform Efforts (60 points), Engagement of All Students (15 points), Data Collection and Program Integrity (15 points), and Information Synthesis and Dissemination Efforts (10 points).

Evaluation Criterion 1: Quality of Systemic Reform Efforts (60 points)

Considerations: In applying this criterion, reviewers will consider the extent to which a school community has effectively utilized the following strategies in the overall design of its school improvement model:

- _____ All the core activities of the school concentrate on student learning and achievement. *Explain how goals and objectives for student learning and development flow from the school's vision and include expectations for high academic achievement, citizenship, and preparation for life and work for all students. Illustrate how curriculum, instruction, assessment, scheduling, staff development, hiring, and student advising are designed to promote student success. (These practices are continually reviewed and improved.)*
- _____ All students are expected to master the same rigorous academic material. High expectations are established for student achievement.
Describe how the overall curriculum incorporates a purposefully developed and articulated program of studies. These studies are clearly designed to ensure high levels of achievement of all students of school goals and challenging objectives for academic learning, personal growth, citizenship development, and preparation for work and higher education. (The general track has been eliminated.)
- _____ Staff development and planning emphasize student learning and achievement.
Indicators may include activities such as: 1) faculty have time to meet regularly to plan and evaluate student progress, 2) teachers work together across academic and technical disciplines, 3) teachers and counselors do internships in workplaces to learn how work and academic and technical skill requirements are changing and to develop ideas for curricula and classroom projects, and 4) the school systematically uses the results of student assessments, staff evaluations, and school reviews to develop both personal and school plans for professional growth.



— The curricula are challenging, relevant, and cover material in depth.

For each subject area, a coherent scope and sequence are in place designed to meet the expectation that each student will learn significant content and essential cross-content skills to be fully prepared for higher education and the world of work. Teaching takes into account students' special interests and learning styles, and requires students to think, develop understanding, and apply learning to real-life problems.

— Schools are using new forms of assessment.

Explain how the school has incorporated the use of performance-based assessments (e.g. ,portfolios, projects, and work-based competency tests) into its comprehensive assessment system. These assessments include established evaluation criteria and measurement practices.

— Students get extra support from adults. Indicators may include activities such as 1) *students have mentors who help them with their schoolwork, career exploration, and preparation for college*, 2) *they receive extra help with schoolwork after school, on weekends, and during the summer*, and 3) *teachers, counselors, and advisors are responsible for fewer students than in traditional high schools and often work with the same students for two or more years.*

— Students learn about careers and college opportunities through real-life experiences.

Students participate in community service, workplace internships, school-based enterprises, cooperative education, apprenticeships, and entrepreneurship activities. They learn what knowledge and skills are required to enter college and pursue careers. Contextual experiences provide students with the opportunity to apply academic knowledge and conceptually link what they learn in the classroom with real-life situations. They turn workplaces into active learning environments, which when linked with the in-school curricula, provide rigor and meaning to the educational experience, helping students reach high academic standards.

— Schools create small, highly personalized and safe learning environments.

High schools are often organized into schools-within-schools, academies, clusters, or houses. The organizational design provides opportunities for students to apply their learning and understand the connections between their academic classes and future careers, interests, and aspirations.

— Technology is integrated into the classroom to provide high-quality instruction, and students have opportunities to gain computer and other technical skills.

*Explain how the school has applied technology to support learning throughout the curriculum and to improve school administration. Indicators may include activities such as 1) *all students have equal access to current technology to support their educational goals and needs*, and 2) *teachers and students have the time and knowledge to utilize the Internet and other types of technology for a variety of tasks, such as writing, researching, and problem-solving.**



- ____ Periods of instruction are longer and more flexible.
There is more time to get into subjects in depth and to make connections among subjects, (e.g., math, science, and technology). There is also more time for labs, technical course work, off-campus learning, and complex projects. In essence, the organization of the school day reflects the school's goals, priorities, and overarching commitment that all students will achieve high academic standards.
- ____ Strong partnerships are forged with middle schools and colleges.
Teachers have worked together to align course requirements, provide students with opportunities to take higher-level course work (e.g., articulation agreements, advanced placement credits), and prepare students to make successful transitions to the next level of education and work.
- ____ Schools formed active alliances with parents, employers, community members, and policymakers to promote student learning and ensure accountability for results.
Describe the roles and responsibilities of key partners and stakeholders in promoting educational excellence and helping students achieve high academic skills, personal growth, citizenship development, and preparation for work and higher education.

Evaluation Criterion 2: Engagement of All Students (15 points)

Considerations: In applying this criterion, reviewers will consider the extent to which the school community has effectively involved all constituencies of students in its school improvement efforts, specifically the following:

- ____ The extent to which the school community has developed realistic strategies to guarantee the inclusion of students from a broad range of backgrounds and circumstances, including disadvantaged or at-risk students; students with diverse racial, ethnic, or cultural backgrounds; American Indians; students with limited-English proficiency; academically talented students; and students with disabilities—and has ensured the successful completion of their educational and career-related goals.
- ____ Whether the school community has identified potential barriers to the participation of any students, and the degree to which it has proposed effective ways of overcoming these barriers.
- ____ The degree to which the school community has developed realistic goals and strategies to help young women participate in programs and educational endeavors that are nontraditional for women.



Evaluation Criterion 3: Data Collection and Program Integrity (15 points)

Considerations: In applying this criterion, reviewers will consider the extent to which the school community has provided quantifiable evidence of the effectiveness of school community practices and initiatives on student outcomes and school performance, specifically the following:

- ___ Whether the school community has used multiple indicators to measure student achievement and overall school performance (e.g., national, state, and district student assessments; articulation to postsecondary and student follow-up data; school climate and engagement data; and stakeholder satisfaction surveys). Does the data indicate academic rigor in the curriculum and student success?
- ___ The degree to which assessment results have been used to understand and improve instructional methods, and student and school performance (provide evidence of staff commitment to continuous data-based program improvement).
- ___ Whether the school community has a regularly scheduled process for improving or redesigning its instructional practices based on performance outcomes.
- ___ The degree to which the school community has used external resources (e.g., research findings, education reform networks, national or state data) to inform and improve instructional practices, and student and school performance.

Evaluation Criterion 4: Information Synthesis and Dissemination Efforts (10 points)

Considerations: In applying this criterion, reviewers will consider the extent to which the school community would be able to support the Department's efforts to build capacity of New American High School concepts and methodologies among their peers, specifically the following:

- ___ Whether the school community has conceptualized/developed an outreach and dissemination (marketing) plan to promote its concepts and methodologies on a scale to meet the information and technical assistance demands of the general public and education practitioners from across the country.
- ___ Whether the school community has developed innovative and variable approaches to packaging and marketing its strategies, products, and message throughout the larger education community.
- ___ To what extent the method of delivery has been considered likely to ensure a broad coverage of interested constituency groups (past evidence of success in national or statewide reform or network involvement).

Application Checklist

Appendix A can help you complete your application to become a New American High School.

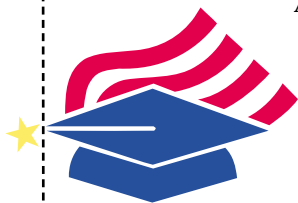
By checking each box after you complete the corresponding section, you can keep track of your progress as you work on your application. This “Application Checklist” is for your use only; *do not include it with your application.*

Check boxes as you complete each section and assemble in the following order.

- ☐ **Application Cover Page—Form provided (Appendix B)**
- ☐ **Demographic Profile—Form provided (Appendix C)**
- ☐ **Demographic and Program Abstract—Two pages, double-spaced (maximum) written description.**
- ☐ **Eligibility Requirements—Ten pages, double-spaced (maximum) table and narrative.**
- ☐ **Program Description—Up to 40 pages, double-spaced written description.**

Remember to submit your completed application by July 3, 2000, for the fall competition. For additional information on requirements, where to send your application, or the New American High Schools initiative in general, return to pages 6 and 7.





Application Form 1: Cover Page

New American High Schools
Fall 2000 School Identification Competition

(Include as page 1 of your application package)

Name of school _____

Address _____

Phone number _____

Fax number _____

E-mail address _____

Web site address _____

Principal name _____

Certification and Assurances

The signature below certifies that each of the following statements concerning your school's eligibility and compliance with the U.S. Department of Education's Office of Civil Rights (OCR) and Office of Special Education and Rehabilitative Services requirements are true and correct.

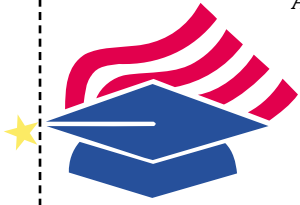
- The nominated school is a fully recognized and accredited senior high school.
- The nominated school is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a compliance review.
- The OCR has not issued a violation letter of findings to the school district concluding that the nominated school has violated one or more of the civil rights statutes.
- The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
- There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; and if there are such findings, the state or district has corrected, or agreed to correct, the findings.

Accountability and Clearance

I have reviewed the information in this package and certify to the best of my knowledge it is accurate. I understand that if selected for further consideration, our school community may be asked to host an onsite review by federal and peer reviewers. As part of any recognition award, schools may be asked to participate in federally funded research projects and assist in outreach and information-sharing of their site-based reform efforts, including hosting outside visitors from schools interested in learning about their school improvement initiatives. If selected for a recognition award, we are willing to accept a small stipend to offset the costs of product development and dissemination activities.

Principal's Signature

Date



Application Form 2: Demographic Profile

(Include as page 2 of your application package)

- Number of students enrolled in your school _____
- Number of students enrolled in the district _____
- Name of the school district _____
- Name of the county _____
- Nearest major airport—city & state _____
- Federal Perkins Vocational and Technical Education grant (if any) \$ _____
- Title I (Improving America's Schools/
Elementary and Secondary Education) grant (if any) \$ _____
- District per-pupil expenditure _____
- Average state per-pupil expenditure _____
- Congressional district _____
- Congressional member _____
- School Type

_____ Comprehensive	_____ Technical	_____ Academy
_____ Magnet	_____ Pilot	_____ Other _____
- Funding Source

_____ Public	_____ Private	_____ Public Charter
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- School Location

_____ Urban	_____ Suburban	_____ Rural
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- Racial/ethnic composition of the students in your school (estimate percentages)

_____ % White	_____ % American Indian	_____ % Asian
_____ % African American	_____ % Hispanic	_____ % Other (list)
- _____ % Limited English-proficient students in the school _____ Number of languages spoken.
- _____ % Students who qualify for free or reduced-price lunch.
- _____ % Students receiving special education services.

Tear off

Required Measures of Academic Attainment for 39 States

Alabama	High school graduation exam
Alaska	High school graduation exam
Arizona	SAT-9 or AIM
Arkansas	Student competency test program
California	STAR
Connecticut	CAPT
Delaware	Delaware state testing program
District of Columbia	SAT-9
Florida	Graduation exam
Georgia	GHSCT
Hawaii	TAP
Illinois	ISAT
Indiana	ISTEP
Iowa	ITED
Kentucky	State academic assessment system
Louisiana	Louisiana education assessment program
Maine	State academic assessment system
Maryland	Maryland functional tests or MSPAP
Massachusetts	MCAS
Michigan	State academic assessment system
Missouri	MAP
Montana	ITBS, CTBS or SAT-9
Nebraska	State academic assessment system
Nevada	State academic assessment system
New Jersey	HSPA
New Mexico	High school competency examination
New York	State academic assessment system
North Carolina	State end-of course exams
Ohio	State academic assessment system
Oregon	State academic assessment system
Pennsylvania	PSSA
Rhode Island	New standards and writing performance assessment
South Dakota	SAT-9
Tennessee	High school graduation examination
Texas	TAAS
Utah	SAT-9
Vermont	Accuplacer
Virginia	SOL
West Virginia	SAT-9



Percentile-NCE Conversion Table
(For Schools Receiving State Academic Achievement Scores in National Percentiles)
Normal Curve Equivalent Based on National Norms Percentile Ranks



Percentile Rank	NCE	Percentile Rank	NCE	Percentile Rank	NCE	Percentile Rank	NCE
99	99	74	64	49	49	24	35
98	93	73	63	48	49	23	34
97	90	72	62	47	48	22	34
96	87	71	62	46	48	21	33
95	85	70	61	45	47	20	32
94	83	69	60	44	47	19	32
93	81	68	60	43	46	18	31
92	80	67	59	42	46	17	30
91	78	66	59	41	45	16	29
90	77	65	58	40	45	15	28
89	76	64	58	39	44	14	27
88	75	63	57	38	44	13	26
87	74	62	56	37	43	12	25
86	73	61	56	36	42	11	24
85	72	60	55	35	42	10	23
84	71	59	55	34	41	09	22
83	70	58	54	33	41	08	20
82	69	57	54	32	40	07	19
81	68	56	53	31	40	06	17
80	68	55	53	30	39	05	15
79	67	54	52	29	38	04	13
78	66	53	52	28	38	03	10
77	66	52	51	27	37	02	07
76	65	51	51	26	36	01	01
75	64	50	50	25	36		



NATIONAL ASSOCIATION
OF SECONDARY SCHOOL
PRINCIPALS
promoting excellence in school leadership